

# 2012-13 Governor's Minority Student College Preparation Program Systemwide Assessment



## **Council on Postsecondary Education**

### **Committee on Equal Opportunities**

**October 21, 2013**

Governor's Minority Student  
College Preparation Program  
2012-13 Annual Report

The annual Governor's Minority Student College Preparation Program report highlights academic enrichment programs originally developed for African American middle and junior high school students at the eight public universities and many of the Kentucky Community and Technical College System. In 1998, the program was expanded to include students from all populations.

The program was created by the General Assembly in 1986 to address the under-representation of African American students in postsecondary education. The expanded GMSCPP encourages students in grades 6-8 to enroll in rigorous coursework to enable them to successfully transition to high school, to prepare for a successful academic career in postsecondary education. The program complements the work of schools by building relationships among middle and junior high schools and public postsecondary education institutions and encourages students to identify and address possible academic challenges prior to enrollment in postsecondary education.

The 2012-13 evaluation revolves around the Council on Postsecondary Education's Strategic Agenda for Kentucky Postsecondary and Adult Education: Stronger by Degrees, as well as the Statewide Diversity Policy and its four focus areas, which were modified to reflect student participation in the program. The four areas include:

1. **Student Body Diversity:** Do students consistently enroll in the program, and does the number increase from year to year?
2. **Student Success:** Are GMSCPP participants exposed to challenging activities/classes when they participate in the program? Do they enroll in rigorous courses while in middle school? Are they prepared to advance through the educational system with the skills/ability to be college and career-ready? Are they well-informed and able to enroll in credit-bearing courses when they enter colleges and universities across the Commonwealth?

3. **Workforce Diversity:** Are GMSCPP participants acquainted with administrators, faculty, and professional staff at the institution? Are there opportunities for the workforce to share knowledge/research that introduces disciplines as well as high-demand degrees to the participants, explain the enrollment and financial aid process, and encourage enrollment in graduate/professional schools?
4. **Campus Environment:** Is the environment supportive and welcoming to the GMSCPP students? Do the students feel comfortable on the campus? Do they feel appreciated and respected?

### **GMSCPP Summary of Academic Year 2012-13**

The GMSCPP has experienced great success for more than 25 years. The programs promote access and opportunity through academic enrichment activities, and introduce a variety of careers and disciplines to participants. As a result, students become acquainted with the institutional campus, administrators, faculty, staff, and a diverse makeup of college students.

The 2012-13 university programs consisted of three residential summer programs (Morehead State University, Murray State University, and the University of Louisville); five of the six programs operated year round. All institutions developed positive partnerships that provided numerous resources to the program participants. For example, institutional administrators, churches, community and local organizations, and institutional fraternities and sororities used a "collective impact" approach to improve the success of the participants' transition from middle to high school: shared vision, shared agendas and goals, and identification of educational stakeholders to sustain efforts long-term.

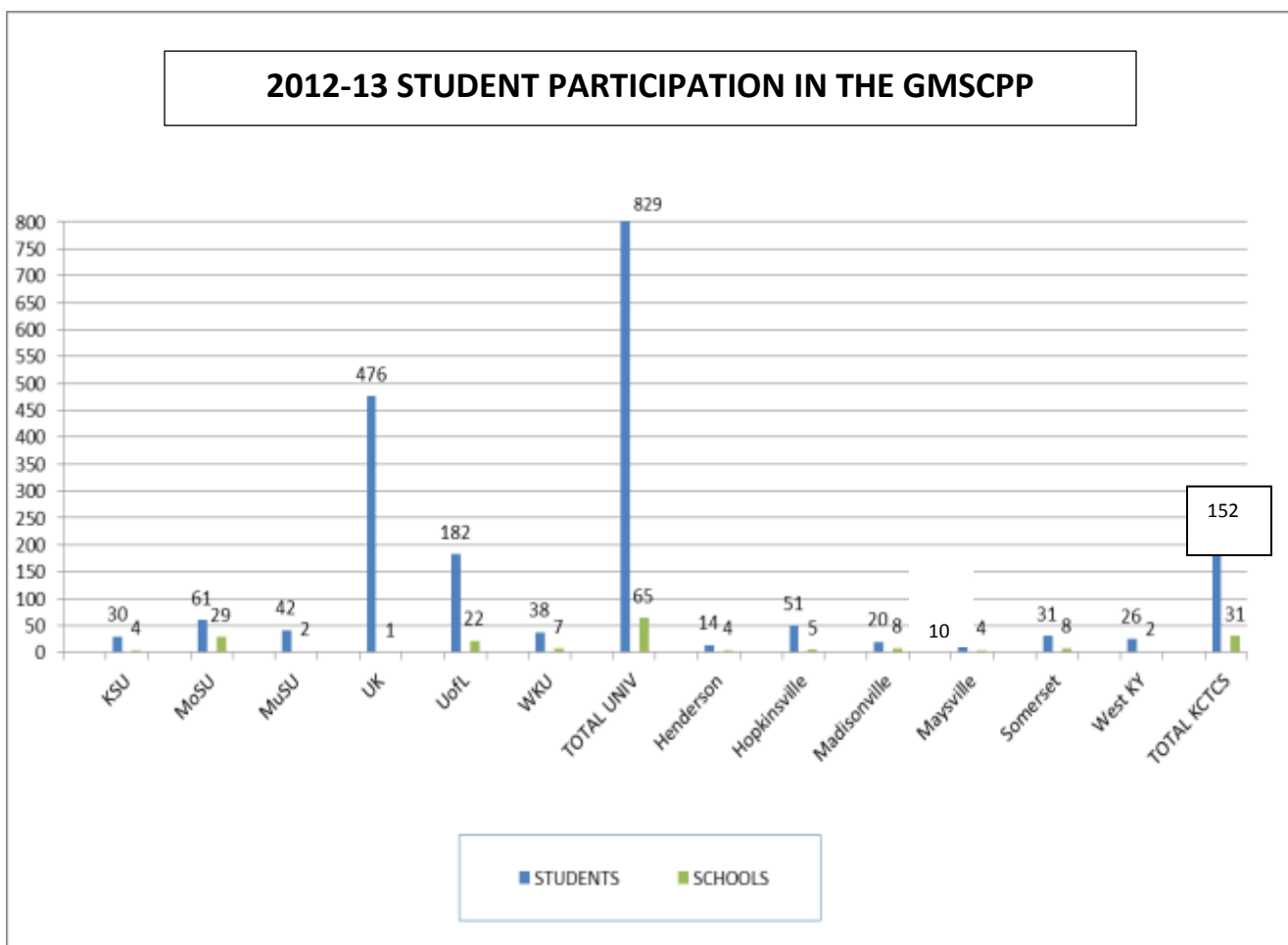
The 2012-13 Kentucky Community and Technical College (KCTCS) programs consisted of six institutional programs (Henderson CC, Hopkinsville CC, Madisonville CC, Maysville CTC, Somerset CTC, and West KY CTC). One of the community colleges (Maysville) collaborated with Morehead State University to provide a residential experience for the students. Two of the six programs operated year round. Four provided summer programs from one to four weeks. A total of 23 students were placed on a waiting list to participate in the KCTCS programs.

Although the Commonwealth has endured budget cuts over the past few years, the GMSCPP continues to succeed with the support of institutional administrators, program directors, assistants, parents, guardians, and numerous volunteers that are committed to assisting the state with closing the achievement gap and increasing college completion rates.

## STUDENT BODY DIVERSITY



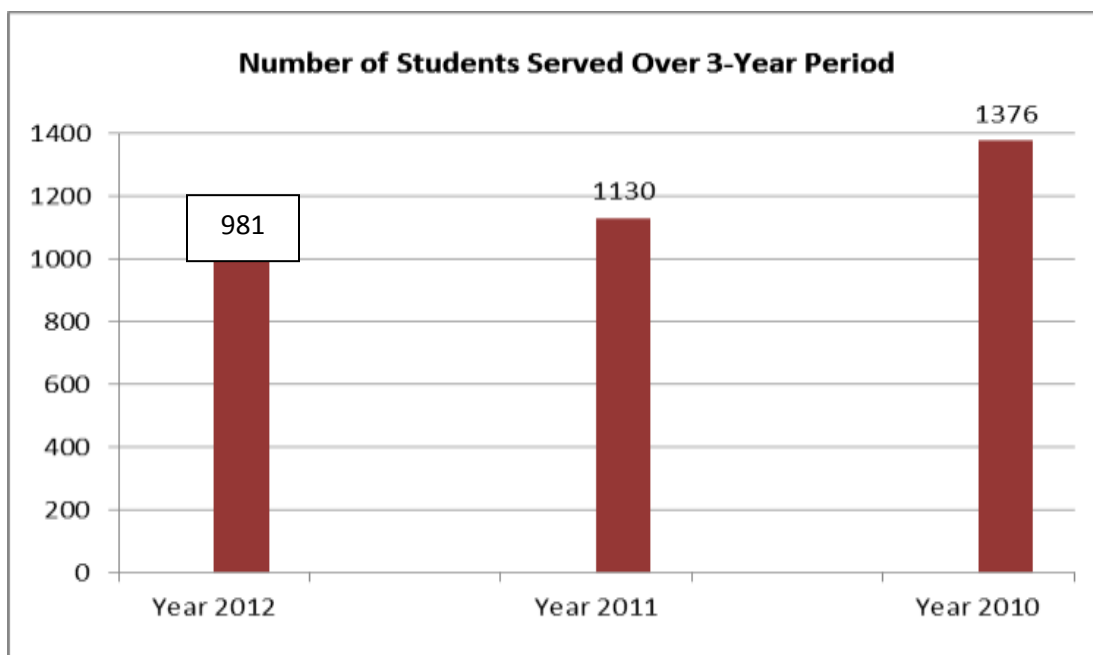
Participants of the 2012-13 GMSCPP included 981 middle and junior high school students: 829 students (84.0 percent) enrolled in the six university programs (Eastern Kentucky University did not have a program in 2012-13, nor did Northern Kentucky University). A total of 152 students (15.0 percent) enrolled in six KCTCS programs. Overall, the GMSCPP noted a decrease of 149 students, statewide, from the previous year. The majority of the KCTCS programs were funded by their individual institutions. Only two KCTCS institutions received funding from the Council: Henderson Community College and Hopkinsville Community College.



Participants of the 2011-12 GMSCPP included a total of 1,130 middle and junior high school students: 963 students (85.2 percent) enrolled in the seven university programs (Eastern Kentucky University did not have a program in 2011-12; Northern Kentucky University was not funded by CPE, the program was funded by the institution). A total of 167 students (14.8 percent) enrolled in twelve KCTCS programs (Elizabethtown Community College, Jefferson

Community College, Owensboro Community and Technical College, and Southeast Community and Technical College did not have a program in 2011-12). The number of students served from the previous year decreased by 246 students.

Participants in 2010-11 included 1,376 middle and junior high school students: 1,063 students (77.3 percent) enrolled in the seven university programs (EKU did not have a program in 2010-11). KCTCS programs had 313 participants (22.7 percent) (JCTC did not have a program in 2010-11). This is a decrease of 42 students from the previous year. By comparison, a total of 1,418 students were served by the GMSCPP in 2009-10: 1,136 students (80.1 percent) enrolled in the seven university programs (EKU did not have a program in 2009-10), while 282 students (19.98 percent) enrolled in the KCTCS programs (JCTC did not have a program in 2009-10).



**The number of students served by the GMSCPP has declined over a 3-year period.**

## **Student Success**



The GMSCPP enables more students to advance through the education system, with the goal of increasing the number of students that are college and career ready, which will

significantly translate to a decrease in developmental course enrollments, and an increase in college/university completers.

Academic enrichment activities are selected by program directors to prepare students to successfully complete the middle school curriculum, identify and address academic deficiencies, and enroll in rigorous courses at the high school level and to prepare them to enroll in college-bearing courses as they transition into postsecondary education. All programs in 2012-13 included a focus on STEM-H or some component of science, technology, engineering, mathematics, and health. The programs also incorporated reading, journaling, art, culture, foreign language, study skills, tutoring, creative writing, business and economics, leadership building initiatives, sign language, and information on self-esteem, geology, and ACT preparation, in addition to many other areas.

The majority of the institutions incorporated pre- and post-testing to determine the skill level of the participants, and to inform students and parents of areas that require additional attention. Examples of tests administered include TABE, WRAT3, Explore, and subject specific tests. The majority of the programs also served as academic and social support networks to the students during their participation in the GMSCPP. Several provided tutoring services to students to assist with homework during the academic year. The goal of the directors is to ensure that GMSCPP participants' are familiar with the testing designation specified by the Kentucky Department of Education (KDE), in relation to the Kentucky Performance Rating for Educational Progress (K-PREP): Distinguished, Proficient, Apprentice, or Novice- to prepare them to meet their academic goals.

A total of 7 institutions offer year-round programs. Summer only programs include Morehead State University and four KCTCS institutions (Henderson, Hopkinsville, Madisonville, and West Kentucky). All universities offer a summer component to their program. One of the KCTCS institutions (Maysville) collaborated with MoSU to offer a residential component to students. Additionally, the University of Kentucky offers Engineering Day, or E-Day, each spring to students of all ages. All GMSCPP students are encouraged to participate. More than 150 students participated in the UK Engineering Day in January 2013 (UK and Somerset).

All GMSCPP participants were engaged in and exposed to STEM+H initiatives as well as other high demand careers. Program directors indicated that they also continue to advance social, artistic, cultural, and environmental activities, including liberal arts. Madisonville Community College focused a portion of their program on building soap-box cars in 2013. The University of Kentucky served 476 students in 2013—the majority enrolled at Winburn Middle School (Ms. Mildred Bailey adopts the entire school each year), and were recognized

for participating in the honors program at a special banquet. A total of 456 students were on the honor roll.

As a supplement to the campus based program activities, the Council organizes a statewide conference each year with one of the participating institutions to enable GMSCPP participants from across the Commonwealth to visit both rural and urban institutions to gain a greater appreciation for all of the public universities. The STEM+H agenda is highlighted through leadership, advocacy, and collaboration during the day-and-a-half residential event. The conference is expected to increase the student's comfort level with the campus environment and ultimately lead to increased minority participation in postsecondary education. Since 2001, the statewide conference has been hosted on the campuses identified below:

- 2001 University of Kentucky
- 2002 Murray State University
- 2003 Eastern Kentucky University
- 2004 Northern Kentucky University
- 2005 Western Kentucky University
- 2006 University of Louisville
- 2007 Morehead State University
- 2008 University of Kentucky
- 2009 Murray State University
- 2010 Northern Kentucky University
- 2011 Western Kentucky University
- 2012 University of Louisville
- 2013 Morehead State University

In 2008, conference coordinators began offering hands-on activities and experiments to student participants focused on STEM+H. Past sessions include biology, physics, computer technology, mathematics, the environment, robotics, engineering, and health professions.

The 2013 conference was organized by Mr. Charles Holloway, Chief Diversity Officer at Morehead State University, June 11-12, 2013. A total of 7 institutions participated: 3 universities and 4 KCTCS institutions. The day-and-a-half event included 156 students, chaperones, and program directors; additionally, a total of 30 volunteers from MoSU assisted with the conference. Dr. Jai Gilliam, a physician specializing in internal medicine and pediatrics, served as the dinner speaker. The 2013 STEM-H workshops included:

- Engineering designs
- Radiography

- Polygons
- Probabilities
- Modeling and simulations
- Nursing
- Sun and space science, and
- Natural and synthetic polymers

The workshops were well received, and both directors and students were complimentary of the quality of the sessions.

Council staff began discussions to select the 2014 location with institutional representatives in spring 2013. Eastern Kentucky University was confirmed as the host institution for 2014 GMSCPP Statewide Conference.

And finally, the majority of the institutions included a combination of mandatory parent/guardian meetings and orientation sessions to introduce the GMSCPP. Parents and guardians were also encouraged to participate in campus tours, luncheons, dinners, field trips, award ceremonies, and institutional activities that promote parental involvement.

Overall, the parents were very complimentary of the programs. The GMSCPP has successfully transitioned thousands of students from middle and junior high school to high school and the postsecondary education system- across the state, and across the nation.

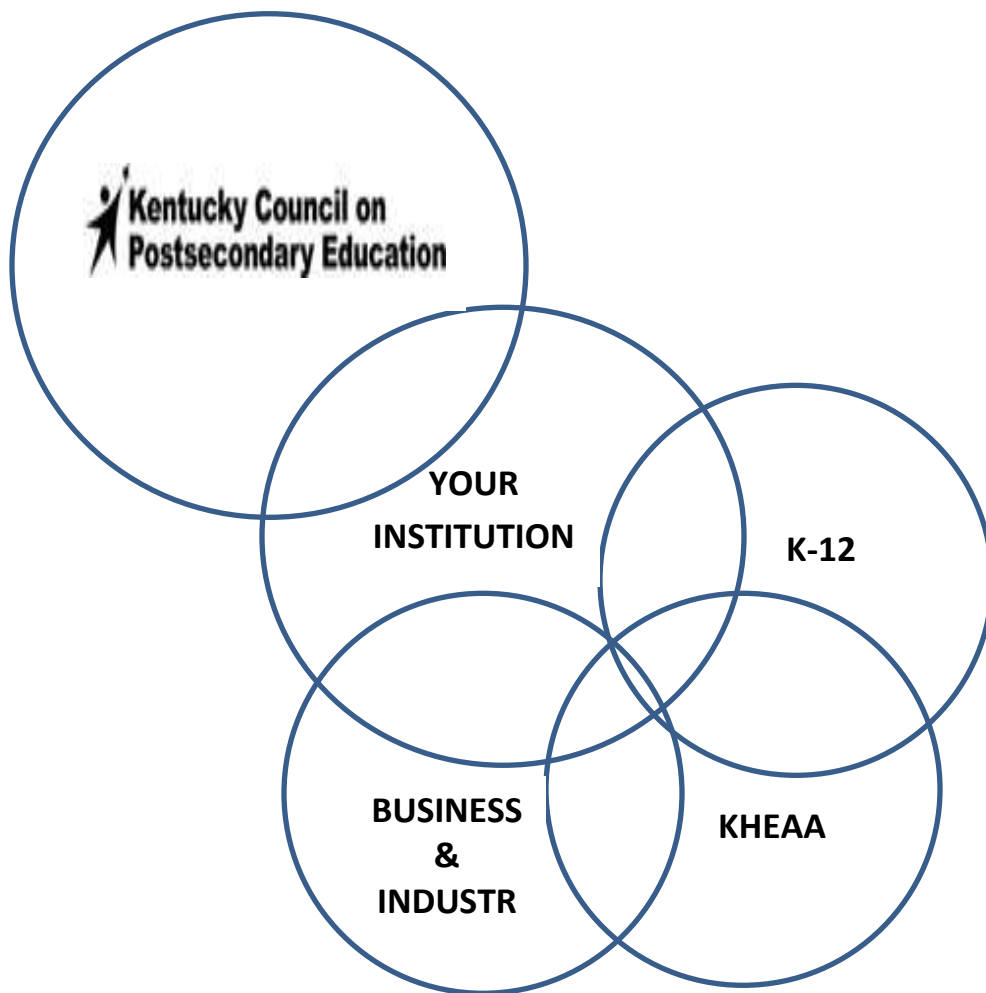
## **Workforce Diversity**



All program directors are encouraged to introduce both students, as well as their parents/guardians, to academic and educational resources to assist them with supporting their students' successful transition through middle school, into high school. Each of the 2012-13 reports identified administrators, faculty, and staff from their respective campuses that participated in the program. The reports showed that programs introduced students to financial aid and other resources available through KHEAA, as well as their individual financial aid office. KHEAA officers also discussed the tuition fees and various resources available to help fund postsecondary education, including need-based financial aid and the KEES program. Program directors also presented information highlighting planning (saving) for postsecondary education. Exposure to this information reduces the anxiety students may have regarding financing postsecondary education and identifies resources early to assist families with funding their students' education. The GMSCPP also helps to close achievement gaps between majority students and low-income, diverse, and underprepared



students. Each institution included the workforce, as well as student volunteers, from diverse backgrounds to promote student engagement, improve the college experience, and promote a safe, supportive, and welcoming environment for all participants. Program directors are strongly encouraged to engage in collective impact, and shared resources, to introduce students and parents to support systems.



**The diagram above highlights collaborations/partnerships with a variety of entities to introduce resources and support systems to students and parents.**

The Statewide Diversity Policy also highlights student success and encourages the public institutions to focus activities and strategies on significantly increasing the representation of students from diverse backgrounds. The goals and objectives are highlighted in each institution's diversity plan. With the implementation of the plans, each of the public

institutions will continue to build pipelines that include middle, junior high, and high school students that may translate to increased student enrollment, retention, graduation rates, and more credentials and degrees awarded in the coming years.

## **Campus Climate**

Council staff works collaboratively with institutions across the state to develop a congenial and welcoming campus environment for the GMSCPP participants, as well as all students. The Statewide Diversity Policy encourages and supports a climate conducive to learning, as well an atmosphere that is respectful of differences. Each of the institutional diversity plans also commits to promoting a campus climate that moves beyond tolerance, to acceptance. The reports indicated that many activities, ceremonies, and programs, include the GMSCPP participants as well as their parents. Students are also invited to participate in institutional programs throughout the academic year, at all institutions.

Reports indicated that the majority of the participants complete their year-round or summer only programs. Extracurricular activities, scheduling conflicts, and transportation are often barriers to students completing the program. Because of the gap between participation in the GMSCPP (grades 6-8) and completing high school (grades 9-12), many institutions are unable to collect reliable and comparable information to allow CPE to follow the participants' progress from middle school to high school to postsecondary education. Several program directors collected the KDE student identification numbers. The numbers are required to maintain longitudinal data that will support the success of the GMSCPP. Council staff will continue to collaborate with GMSCPP directors to collect comparable data, which will support a review of data over an extended period, to report the achievements of the program.

For more than 25 years, the GMSCPP has been a fundamental source in promoting student access, family and community involvement, and increased awareness of the process for admission and enrollment in Kentucky's postsecondary education system. Overall, given the limited financial support for the program, the GMSCPP has been invaluable in serving thousands of middle and junior high school students across the Commonwealth. With increased support, Kentucky may close the achievement gaps and enroll a greater number of students in credit-bearing courses—based on the success of the GMSCPP.

Staff preparation by Rana Johnson